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ABSTRACT

This annotated bibliography contains citations of reports, papers, and journal articles in the ERIC data bases and from other sources, on the subject of multicultural education. The references cite works of both theoretical and practical natures. Information on availability of the materials is included in the citation. (JD)

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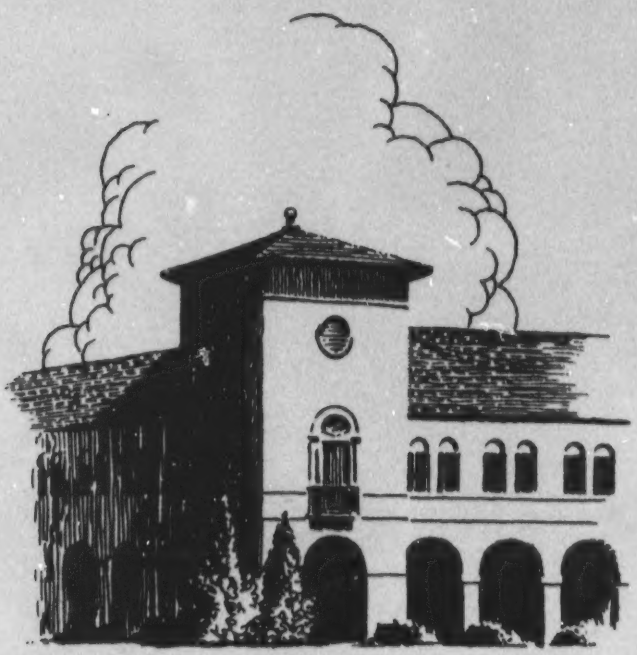

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MULTI-CULTURAL EDUCATION:
SELECTED BIBLIOGRAPHY
(Annotated)

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MULTICULTURAL EDUCATION:

SELECTED BIBLIOGRAPHY

(Annotated)

Prepared by the Louisiana State University Bureau of Educational Research
January, 1980

(Note: EJ refers to the citation or abstract entry for a periodical article in the Current Journals in Education monthly guide by ERIC. ED refers to the abstract entry for a paper or report cited or abstracted in the monthly Resources in Education by ERIC.)
* Asterisks indicate prime sources recommended to persons with limited reading time.)

1. American Association of Colleges for Teacher Education. No One Model American. A Statement on Multicultural Education. AACTE, Washington, D.C. Nov. 73. 5 p ED143631

The text of the Commission on Multicultural Education of the American Association of Colleges for Teacher Education was developed as a means of increasing recognition on the part of teachers and educators of the need for promoting cultural awareness. The statement affirms that schools should be oriented toward the cultural enrichment of all children and youth through programs devoted to the preservation and extension of cultural alternatives. Stressing that cultural pluralism is a basic quality of American culture, the statement asserts that inculcating pluralistic respect must be accomplished through (1) the teaching of values supporting such diversity, (2) the encouragement of the qualitative expansion of existing ethnic cultures and their incorporation into the American socioeconomic and political mainstream, (3) support of exploration into alternative and emerging lifestyles, and (4) the encouragement of multiculturalism, multilinqualism, and multidialectism. Colleges and universities are posited with a central role in the affirmative development of a culturally pluralistic society.

2. Arciniega, Tomas A. The Challenge of Multicultural Education for Teacher Educators. Journal of Research and Development in Education, 11, 1, 52-69 F 77 EJ175065

Focuses on the implications of the imperative to organize school programs which purport to promote culturally pluralistic ideals. Discusses the principal reform issues and the interacting factors which are key in the development of teacher education programs with a multicultural focus.

3. Arciniega, Tomas. Multicultural Imperative. Guest Editorial. Journal of Teacher Education. 28, 3, 2 May-Jun 77. EJ165081

It is important to take a fresh look at the nexus between the base disciplines and the reform concerns of multicultural education.

4. Asuncion-Lande, Nobleza C. Perspectives on Experiential Learning in Intercultural Communication. Jun 78 10p; Paper presented at the Annual International Meeting of the Communication Association of the Pacific (Tokyo Japan, June 10-11. 1978) ED163528

Experiential learning techniques, widely used in the United States in the field of intercultural communication, can be modified for use by individuals from other cultures. The experiential learning approach involves the use of exercises that parallel real life situations, involve all participants, require active participation, provide instant feedback, and are flexible. The approach works primarily on the affective level and is based on enabling individuals to learn how to learn Among its basic assumptions are that an open, supportive, and nonevaluative environment should be developed; that the responsibility for learning rests ultimately on the learner; and that experiential learning builds on the experience of the individual. Experiential instruction in intercultural communication aims at increasing understanding of other cultures, developing skills for effective cross-cultural interactions, and promoting intercultural communication. A number of simulation exercises and games have been developed for these purposes. (Sixteen simulation exercises are listed; playing time, suggested number and educational level of participants, and a brief description are included for each exercise. A bibliography of relevant materials is also provided.)

5. Baker, Gwendolyn C.; and Others. Multicultural Education: Teaching About Minority Women. Special Current Issues Publication No. 8. ERIC Clearinghouse on Teacher Education, Washington, D.C. Aug 77 33p ED142509

In this monograph the responsibilities of teacher education programs in dealing with the problems of sexism and racism are discussed. In a collection of articles the following topics are covered: (1) minority women and the women's movement; (2) American Indian women; (3) understanding the Chicana (Mexican Americans); (4) black women, their problems and strengths; (5) Japanese American women and their perspective on liberation; and (6) new directions for ensuring equality for minority women.

6. Baker, Gwendolyn Calvert. Multicultural Education: Two Preservice Training Approaches. Journal of Teacher Education, 28, 3, 31-3 May-Jun 77. EJ165087.

This study was based upon the assumption that if teachers perceived ethnic groups favorably, they are more likely to develop the skills for teaching a multicultural curriculum--findings indicate that multiethnic training can alter students' perceptions of ethnic groups.

7. Baker, Gwendolyn C. Multicultural Imperatives for Curriculum Development in Teacher Education. Journal of Research and Development in Education, 11, 1, 70-83 F 77. EJ175066

Establishes the need for multicultural education in curriculum development and makes clear the responsibility that the teacher preparation institutions have for providing effective and relevant training in this most important area.

8. Baker, Gwendolyn C. Multicultural Teacher Education: The State of the Art. Feb 78 13p; Paper presented at the Annual Meeting, American Association of Colleges for Teacher Education (Chicago, Illinois, February 21-24, 1978) ED151357

The author establishes a conceptual framework for multicultural education, presents a rationale for teacher educator involvement in the movement, and provides a summary of surveys conducted by the American Association of Colleges for Teacher Education (AACTE) on multicultural education for teachers. Multicultural education is viewed as a process through which individuals are exposed to the diversity (ethnic, racial, religious, sexual, etc.) existing in the United States and to the relationship of this diversity to the world. Exposure to diversity is based upon the belief that everyone has the opportunity to support and maintain one or more lifestyles, and the responsibility for maintaining and contributing to the culture that is common to all who live in this country. The rationale for involving teacher educators in multicultural education is based upon, among others, the facts that (1) many have little knowledge of ethnic and racial cultures other than their own, and (2) they have matured in a society that placed little positive value on cultural differences. Findings from the AACTE survey. "Multicultural Teacher Education: Issues Related to NCATE Standards," are discussed. Interpretation of a 1977 AACTE survey is presented, highlighting (1) multicultural education activities of responding institutions, (2) rank order of the desirability of suggested activities, (3) research activities, and (4) roles the AACTE might fill in promoting multicultural education.

9. Banks, J. A., Ethnicity: Implications for Curriculum Reform, The Social Studies, 70, Jan.-Feb., 1979, pp. 3-10.

Argues for mandatory ethnic studies programs in nation's schools and universities, suggests outline for effective multiethnic curriculum.

10. Banks, James A. Pluralism and Educational Concepts: A Clarification, Peabody Journal of Education, 54, 2, 73-78 Jan 77. EJ161251

This essay defines and delineates the boundaries of some major concepts related to education and pluralism and suggests programmatic and policy implications to help educators to clarify, specify, and evaluate their goals as related to ethnicity and pluralism in American society.

11. Baxter, Katherine; and Others. What We've Been Through is the Introduction: A Seminar on Racism in Education. Integrated Education, 12, 4, 28-31 Nov-Dec. 74 EJ106831

A description of a seminar on various aspects of racism in education, conducted for the white staff of a racially mixed elementary school in Philadelphia.

12. Bjelland, T. L., A Study of Competency Goals for Teachers Who Will Work with Multi-cultural Student Populations, unpublished doctoral dissertation, Washington State University, 1977.

Proposes a model of competency goals and program elements for institutions desiring to prepare teachers effective with multicultural student populations. Few programs had goals stated for pre-service teachers for multi-cultural education among the CBTE programs studied. Series of competency goals developed for teachers preparing for multicultural student populations, including suggestions for incorporation of those goals into a CBTE program.

13. Boyer, James B. Administrator's Checklist for Enhancing Multi-Cultural Curriculum (Multi-Ethnic. Non-Sexist). 76 5p ED135895

This checklist is presented as a self-test for school administrators (including principals, superintendents, supervisors, curriculum assistants, subject-matter whose work helps to enhance multi-cultural curriculum development in schools and colleges. The goal of this kind of curriculum is to eliminate racism, sexism, elitism, and ageism. It incorporates the anthropological concept of culture and includes the physiological, psychological and sociological dimensions of a group of people. A multicultural curriculum is concerned with minorities and other groups. It emphasizes an understanding of third world concepts and recognizes content which is not of European origin.

14. Bradley, Marjorie I. Counselor Ethnic Awareness Project. 30 Aug 77 30 p ED153092

The Counselor Ethnic Awareness Project involved the development, implementation, and assessment of a model training program. Its major purpose was to enable a group of professional school counselors to design and execute projects that would increase appreciation by students, faculty, and community of their own and one another's ethnic heritage. In order to achieve wider impact within a school system, the training program recognized the need for different assumptions having environmental or institutional origins and solutions, and the counselors were trained in the skills and theory of change agentry. Three major goals were identified. The training attempted to provide the counselors with: (1) a thorough understanding of ethnicity; (2) the skills and knowledge necessary to be effective change agents, including the ability to view client's problems as having institutional origins and solutions; and (3) the confidence to initiate and complete ethnic appreciation projects in their own schools. Participants reported verbally and through written logs that they had achieved a much better understanding of the role, power, and importance ethnicity played in their lives and the lives of the people with whom they personally and professionally interact.

15. Brigham Young University, Provo. Utah. Language Research Center. 76 43 p ED140619

An introduction is provided to the basics of intercultural communication, designed to go beyond cultural contrasts. Factors involved in communicative exchanges with people from other cultures who may think, feel, or act differently are explored. The importance in different cultures of gestures, valuing individuality versus the group, and culture shock when living in a foreign country are discussed. Tests or exercises are provided involving what to do in various situations to make an interaction more pleasant. Appendices include guidelines that will be helpful for people who use an interpreter or are leaders in personal or group encounters.

16. Bronaugh, Juanita. The Multicultural Center: An Innovative Inservice Program. Phi Delta Kappan, 59, 3, 204-205. Nov 77. EJ167842

Describes a program in which resource teachers train other teachers in developing interpersonal skills that will foster better relationships among teachers, parents, and students of different racial and ethnic backgrounds.

17. Brown, Ric; Carbonari, Joseph. Evaluation of a Multi-Cultural Project Designed to Reduce Group Isolation. Apr 77 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977) ED150202

People Place of Houston, Texas provides racially isolated elementary school children with exposure to various world cultures. The children who visit this center are selected from schools with a majority of Black, Anglo, or Mexican American children. Two major objectives of People Place are: the reduction of group isolation and discrimination, and the elimination and prevention of group and individual prejudice. The childrens' changes in attitude toward different cultures and ethnic groups were measured using doll play simulation. The results indicated greater positive attitude changes among children who had participated in the People Place experience, as compared to the control group. Black children exhibited significantly more attitude change than Mexican Americans; the amount of change among Anglo children was not significantly different from either of these groups.

18. Carter, Thomas P. Mexican Americans in School: A History of Educational Neglect. Princeton, New Jersey: Publications Order Office, 1972, 235 p

19. Ciampa, B. J., "Multicultural Education: Where Do We Go from Here?" ED166137 (1978)

Suggests teacher education programs need modification to retrain faculty in attitudes conducive to cultural integration. Teachers need to be able to organize a completely integrated multicultural curriculum.

20. Cortes, Carlos E. New Perspectives--On Multicultural Education. Thrust for Educational Leadership, 7, 3, 20-2 Jan. 78, EJ180722

The Challenge for multicultural education is to provide an educational experience which will help develop and maintain multicultural competencies, often in opposition to negative multicultural educational influences of the societal curriculum. Presents a model of the multicultural skills, attitudes, and knowledge competencies that teahcers should try to develop in their students.

21. Dawson, Martha E. From Compensatory to Multicultural Education: The Challenge of Designing Multicultural Educational Programs. Journal of Research and Development in Education, 11, 1, 84-101 F 77 EJ175067

Reports on the movement from compensatory education to multicultural education and warns that this transition must take place with caution.

22. DeVries, David L.; And Others. Biracial Learning Teams and Race Relations in the Classroom: Four Field Experiments on Teams-Games-Tournament. 27 May 77 24p. ED143342

While many school systems are desegregating by altering the racial composition of their schools, fear, mistrust, and a lack of understanding characterize interactions among many students of different racial backgrounds. Recent research suggests that multi-racial cooperative student teams represent one way of improving race relations. The results of four field experiments with one classroom team structure, Teams-Games-Tournament (TGT), in racially integrated classrooms are reviewed. A consistent pattern of positive impact of TGT on both the number and percentage of cross-race relations is noted. The results provide additional support for the use of student teams to increase racial integration in classroom.

23. Dirkes, M. Ann; and Others. Built in Action for Teacher Education Programs. College Student Journal, 11, 2, 161-164 Sum 77. EJ167297

Preservice field experience and campus activities are integrated to combine theory and practice in human interaction, informal classrooms, teaching-learning skills, the integrated day, and subject matter development. The student co-author describes the way that she experienced each component.

24. Dodson, Jualynne; and Others. Black Stylization and Implications for Child Welfare. Final Report. Atlanta Univ., Ga. School of Social Work. 31 May 75 161 p ED141423

This three-year exploratory research study investigated the cultural behaviors of Afro-Americans. Results of the study include: 1) A set of historical data on the continuous existence of cultural behaviors by Afro-Americans in the areas of music, language, food and dance. 2) A set of empirical data which explores contemporary expressions of Afro-American culture among 180 black boys and girls

living in the Atlanta, Georgia area. 3) A research instrument which initiates the process of identifying normative expressive behavior for Afro-American sub-culture. 4) A position paper which begins the theoretical exploration for a more valid index of socio-economic influence upon Afro-American behavior. 5) A set of evaluative data on the presence of multi-cultural perspective in 25 selected child welfare programs in the State of Georgia. 6) An evaluative instrument which can begin the process of assessing culturally plural programmatic content in child welfare agencies. 7) Eighty (80) formal dissemination contacts with groups and individuals in the State of Georgia and other areas of the U.S. Among the substantive results of the study were an indication that an Afro-American culture based on the culture of West African peoples was identified in the cultural expressions of black students. Also the evaluation of the child welfare programs indicated a failure by Georgia's child-oriented programs to consciously address Afro-American culture in their delivery of services. Numerous tables, an extended bibliography, questionnaires, and interviews and evaluations developed for this study are included.

25. Duley, John. Out-Of-Class Contract Learning at Justin Morrill. New Directions in Higher Education, 3, 3, 53, 75 EJ119676

Three uses of contracts at Michigan State's Justin Morrill College in cross-cultural field study, independent study, and community project field education.

26. Elam, Ada M. Two Sides of the Coin: White Students in Black Institutions. Journal of the NAWDAC, 41, 2, 57-61 Win 78 EJ175207

This article reviews the extent of white enrollment at black colleges, the characteristics of white minority students, the motivation of whites in attending black colleges, white and black reactions on campus, the impact of white students on black campuses, and resulting attitudinal changes of blacks and whites.

27. Farrell, Robert V. The Actualization of a New Ideal. Multicultural Education Programs: Facts and Some Fantasy. 77 18p; Paper presented at the Annual Meeting of the Southern Anthropological Society (Miami, Florida, 1977). ED138691

This paper reviews the highlights of the literature dealing with multicultural education and cultural pluralism. Bibliographies dealing with multicultural education contain a large body of literature. For the most part the literature reflects confusion as to the best goals and strategies of this curriculum concept. The literature also indicates a belief that this approach to education will foster the ideal of cultural pluralism as opposed to the ideal of assimilation in American society. The literature also includes many treatises dealing with the importance of teachers and their training in this new education effort. Although the quantity of the literature reflects a great amount of interest in this new educational goal, there are some reservations. Although the concept is favored, there is some skepticism due to the many unanswered questions which accompany the various ways of implementing the multicultural concept. The second part of the paper is devoted to the many questions and issues raised in public

school circles by the trend towards multicultural education. These questions are many and varied, involving the philosophy and goals of schooling, and school priorities in the education of students, it is concluded that the present trend in modern education is towards basic competencies, job survival skills, and universal communication skills. A crucial issue confronting multicultural education is whether it can meet these new and publicly-demanded goals.

28. Frazier, Leon. The Multicultural Facet of Education. Journal of Research and Development in Education, 11, 1, 10-6 F 77 EJ175060

Presents some current concepts on cultural pluralism in American education as viewed from the historical, philosophical and theoretical perspectives, desired outcomes, and conceptual designation. Outlines recommendations for the improvement of teacher education depicting the teacher as the "key" factor in achieving relevant multicultural education.

29. Gay, Geneva. Changing Conceptions of Multicultural Education. Educational Perspectives, 16, 4, 4-9 Dec 77 EJ177042

Provides an excellent assessment of the "state of the art" of multicultural education. Views it as evolving and maturing in three identifiable stages and argues for Stage 111 that requires conceiving it as "process" rather than "product".

30. Gayles, Anne Richardson. The Multicultural Approach to Designing an Effective Program of Professional Laboratory Experiences. 7 Nov 75 19p.; Paper presented at the Southeastern Regional Association of Teacher Educators Meeting (Orlando, Florida, November 7, 1975) ED115602

This paper proposes the restructuring of preservice professional laboratory programs in order to make these preservice experiences meaningful for prospective teachers of students whose racial, social, religious, and cultural backgrounds differ from the mainstream. Professional laboratory experiences are defined as learning activities in which the prospective teacher is able to observe teachers and pupils at work, perceive teaching acts or events with understanding, and become directly involved in carrying out the process of teaching. It is stated that a multicultural professional laboratory program provides an ideal opportunity for directing prospective teachers toward the development of self-analysis and self-improvement as teachers and as students, thereby promoting discovery of their strengths as teachers and revealing how to capitalize on them in the process of learning how to function and adjust in a culturally diverse society. The competencies necessary for effectively teaching students of different cultures are listed, as are the basic assumptions underlying a multicultural approach to professional laboratory experiences, the characteristics of a multicultural professional laboraroty program, factors to be taken into consideration when designing such a program, and concepts and strategies for program implementation.

31. Gold, Milton J., Ed.; and Others. In Praise of Diversity: A Resource Book for Multicultural Education. Association of Teacher Educators, Washington, D.C.: Nebraska Univ., Omaha. Center for Urban Education. 77 231 p ED144855 95

The resource book contains essays and ethnic vignettes to help teachers and teacher educators understand the diverse lifestyles, backgrounds and attitudes of students and families in American society. The book provides background information for elementary and junior high activity units contained in SO 010 213. Part one contains four chapters which discuss multiculturalism, dangers of stereotyping, areas of possible conflict, and implications for the schools. The nine ethnic vignettes in part two explore each group's contributions to American culture and problems encountered by each minority group. Lifestyles and children's learning styles in different cultures are also described in order to help teachers work more effectively with minority group students. The nine groups are Black Americans, Chinese Americans, East European Americans, American Indians, Italian Americans, Japanese Americans, Jewish Americans, Mexican Americans, and Puerto Ricans. Part three, a concluding chapter, explains the teacher's role in achieving multicultural understanding.

32. Gollnick, Donna M. Multicultural Education: The Challenge for Teacher Education Journal of Teacher Education. 28, 3, 57-9 May-Jun 77 EJ165093

Before further educational strategies are developed, there must be a consensus on a definition of multicultural education.

33. Grambs, Jean J. and John C. Carr. Black Image: Education Copes with Color. Dubuque, Iowa: Brown, 1972. 196 p

34. Grant, Carl A. The Mediator of Culture: A Teacher Role Revisited. Journal of Research and Development in Education, 11, 1, 102-17 F 77 EJ175068

Argues that the teacher in his role as mediator of culture can do the most good (or harm) in creating acceptance for and affirmation of racial and cultural differences. Emphasizes the need to clarify the conceptual meaning of the role of the mediator of culture and to advocate education that is multicultural.

35. Grant, Gloria, Ed. In Praise of Diversity: Multicultural Classroom Applications. Nebraska Univ., Omaha. Center for Urban Education. 77 318p ED144854 95

The teacher's guide contains 51 activity units for implementing multicultural education in areas of social studies, language arts, science, math, and art. Activities, designed for elementary and junior high students, focus on racial and cultural diversity, the elderly, sex-role stereotyping, and the handicapped. Two introductory units suggest strategies for helping students understand personal feelings, relationships with others, and the meanings of voluntary and forced migration and immigration. Many of the units make use of background

readings provided for the teacher in the companion document, SO 010 214. Each unit identifies the experiences students should undergo as they perform the suggested activities. Many involve discussion with members of the community such as grandparents, lawyers, and the handicapped. Students are encouraged to create murals and collages depicting leisure and working activities of various racial groups, to write chapters in American history reflecting the roles of ethnic groups, and to read at home with parents in selected books with nonsexist themes and illustrations.

36. Griffith, Albert R. A Cultural Perspective for Counseling Blacks. Journal of College Student Personnel, 19, 3, 249-53 May 78 EJ179058

One part of the Black experience in America is to come to terms with the discontinuities between the Black subculture and the dominant Euro-American culture. Discontinuity can exist when Blacks enter racially different environments. These discontinuities can result in counseling problems. Illustrations of discontinuities and counseling strategies are given.

37. Grove, Cornelius Lee. The Annotated Bibliography on Cross-Cultural Problems in Education. Volume I: Fugitive Literature. ERIC/CUE Urban Diversity Series, Number 55. Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged. Jul 78 41p ED164707

The general purpose of this bibliography is to cite a wide range of educational literature dealing with those problems in human interaction that stem from differences in cultural background and to particularly focus on the literature relating non-linguistic cross-cultural differences to formal education. In this volume, recent fugitive literature, such as conference papers, research reports, speeches, term papers, and dissertations are cited and briefly annotated. All works cited can be obtained for reading through ERIC (Educational Resources Information Center) microfiche, and ERIC document (ED) reference numbers are included in the citations. Literature concerning non-verbal communication, sociocultural behavior patterns, cognitive styles, acculturation, biculturalism, the influence of culture on everyday life, and ways of teaching the concept of culture are included.

38. Gudykunst, William B.; and Others. An Analysis of an Integrated Approach to Cross-Cultural Training. International Journal of Intercultural Relations, 1, 2, 99-110 Sum 77 EJ167521

Reviews six approaches currently used for cross-cultural training noting the advantages of an "integrated approach."

39. Harris, Ben M.; Valverde, Leonard A. Supervisors and Eduational Change. Theory Into Practice, 15, 4, 267-73 Oct 76 EJ157706

To meet the challenges of a pluralistic world, educational supervisors must (1) make multi-cultural relations a dominant aspect of supervising practice, (2) find ways to reduce political influences and increase instructional considerations, (3) aid in staff retraining to promote creative teaching for cultural pluralism, and (4) develop curriculum designs free from traditional academic preconceptions.

40. Harty, Harold. Pre-Service Teacher's Eye View of Pre-Student Teaching Community-Based Experiences in Poor Minority Settings; Teacher Education Forum; Volume 3, Number 14. Indiana Univ., Bloomington. Div. of Teacher Education. ED18330

Preservice teachers' evaluations of community-based experiences in poor minority settings are the central concern of this report. The preservice teachers were subjects in an experimental program developed as a model for the preparation of teachers to work in a multicultural society with children who have been least effectively served by society. Field sites included inner city and desegregated suburban schools, bilingual schools, and Indian reservations. The evaluations cover the follow- the least-served encounter; (2) understanding of the life styles of those in the midst of poverty; (3) awareness of positive attributes significant to society found among poor minority groups; (4) competencies developed for alleviating some of the educational and social problems; (5) strategies to aid society to respect, understand, and appreciate the cultural heritage of minority groups; (6) understanding the impact of poverty on children's developmental tasks and learning styles; (7) cognizance of cultural patterns in the child's environment that often conflict with school expectations; (8) sensitivity to ways in which minority groups react to social conflict; (9) strategies that might be used to bridge the gap between the culture of home and school; (10) strategies for building a positive self-concept among minority group children; (11) awareness of community political structures that enhance or deny the poor access to the larger society; (12) acquisition of skills to help minority children develop competencies needed to cope with society external to the school; and (13) self-awareness of the influence a teacher might have on individuals from a different culture.

41. Heaton, James. Teaching Culture as a Second Language: Private Culture and Kinesics. Oct 78 .15p.; ED162526

Culture-specific non-verbal communication is regarded here as an essential "language" that has been neglected in modern language teaching pedagogy, though the substance of culture is often referred to in the curriculum. A distinction is drawn between the public aspects of culture commonly expereinced by the second language learner and the private aspects, which are largely unobservable for visiting foreign students. These private aspects, such as the kinesics (body motion) and proxemics (social and personal space) of family relationships, roles, and territoriality, are seen as a primary set of learning goals. Video documentary techniques are described for making illustrative material about private culture available in the classroom.

42. Heffernan-Cabrera, Patricia; Tikunoff, William J. 77 19p. ED141342

This document presents a teaching model established at the Rural-Migrant School of Education in California. Students in this school are preparing to teach children of Mexican-American descent and face the necessity of dealing with cultural and language differences that are unique to the area. While instruction is oriented toward the philosophy of competency-based education, there is a strong infusion of humanistic education. It is felt that the students of this school will need, in their teaching careers, a self-sufficiency and flexibility of approach. The teacher educators, therefore, blend the strongest elements of both educational philosophies so that the graduates will be able to cope in an independent manner with their students while having acquired the competencies they will need.

43. Hernandez, Norma G. Another Look at Multicultural Education Today. Journal of Research and Development in Education, 11, 1, 4-9 F 77 EJ175059

Discusses a number of ideas related to the implementation of multicultural education in the core of national educational programs, the relationship of these ideas to changes in societal values and how these values affect goals for education. Uses busing and bilingual education in examining changes in values and the consequences these changes may bring about.

44. Hiraoka, J., The Foundations of Multicultural Education, Educational Horizons, 55, Summer, 1977, pp. 177-180.

Multicultural education in philosophical perspective. Points out three basic "dynamics" which must be understood in order to begin to develop multicultural education: meaning of "culture," "reference points" of culture, and nature of change.

45. Holmes, Ernest A. Moral Implications and Strategies for Multicultural Education in Classroom Settings: A Competency-Based Multicultural Education License. Educational Horizons, 56, 2, 84-9, W 77/78 EJ178724

Outlines a competency-based program through which teachers can be prepared to meet the challenge of dealing with a varied student population. States that schools have a moral obligation to eliminate the continued disregard and grossly inadequate commitment to educational provision for the culturally diverse.

46. Horan, Margaret Anne. Cross/Trans/Intercultural Communications Training: What it is--What it is Not. Training and Development Journal 30, 11, 26-28, 30-31 Nov. 76 EJ147708

Discusses the importance of intercultural communication and how training in this area attempts to lower barriers to communication by imparting knowledge and understanding of cultural factors.

47. Human Development Training Inst., La Mesa, Calif. A Moderately Challenging Social Interaction Unit, Culture. 77 18p ED151453

This learning unit on culture is one of a series of instructional materials for junior high school students. In the preliminary experience sheet, aimed at introducing students to the concept of culture, cultural heritage, identity, conflict, and diversity are discussed briefly. In separate outlines of group circle sessions and learning activities, guidelines are offered for teachers presenting this unit. Circle session topics include: "a member of cultural group whom I admire," "an artistic expression of my culture that I like," "a special occasion or holiday which relates to my culture," "something I like that is part of another culture," and "something I like about myself that is part of me because of my culture." Additional supporting activities for the unit include written reports on students' cultural identities, an intercultural dinner, and an activity for music appreciation and discussion. For each circle session and acitvity, a description, objectives, time and materials needed, and suggestions for teachers presenting the unit are offered. Additional topics for activities and a list of references and resources are also included.

48. Hunter, W. A., ed. Multicultural Education Through Competency-Based Teacher Education. Washington D.C., American Association of Colleges of Teacher Education, 1974. 276 p

Series of articles on behavioristic approach to training teachers for multicultural education.

49. James, Richard. Multicultural Issues in Standards for Teacher Education. 3 Mar 77 13p: Presented at the Annual Meeting, American Association of Colleges for Teacher Education (Chicago, Illinois. March 1-4, 1977) ED138587

In this presentation, the author considers the question of whether multicultural education considerations should be included in the standards used by agencies responsible for the accreditation of teacher education programs. The terms "accreditation" and "multicultural education" are defined and discussed and related to the stated goals of the accreditation process and to the process of education in general. It is concluded that teachers must be able to understand, interpret, and utilize the cross-cultural dynamic found in every classroom so that each child is free to develop his or her skills as far as individual potential permits. Assuming that multicultural education is thus an issue in accreditation standards, the author investigates the means of including it. Three recommendations he sees evolving from present discussion on standards are: (1) multiculturalism should permeate the standards rather than be confined to a single standard; (2) the language regarding multicultural considerations should be broad and general as the language of the other standards; and (3) supplementary documents should be prepared for recommendations regarding multicultural standards, in order to support and facilitate the development of specific elements in multicultural programs.

50. Jayatilleke, Raja. Human Relations in the Classroom: An Annotated Bibliography, Supplement 3. ERIC-IRCD Urban Disadvantaged Series. Number 40. August 1974. Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged. Aug. 74 50 p ED102226

This bibliography is an annual supplement to the first bibliography on human relations in the classroom (ED051315), including documents announced in the 1973 issues of Research in Education and journal articles cited in the 1973 issues of Current Index to Journals in Education, and contains references to published books, documents, journal articles, and unpublished articles in the ERIC system. Citations in the bibliography encompass such concepts and issues as: activism, African American Indians, aspiration, changing attitudes, classroom environment, cross cultural training, cultural differences, curriculum development, ethnic groups, human relations, interpersonal relationships, motivation, music education, Negro attitudes, self concept, social influences, student attitudes, student-teacher relationship, teacher attitudes, teacher education and institutes, and testing. Citations for documents are each followed by an annotation edited to suit the purposes of the bibliography: journal articles listed are followed by subject headings, and in many instances by brief annotations. In this third annual supplement, lengthy document abstracts have been dropped in favor of brief annotations, supplemented by appropriate subject headings.

51. Jayatilleke, Raja. Human Relations in the Classroom: An Annotated Bibliography, Supplement 4, ERIC-CUE Urban Disadvantaged Series. Number 41. Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged. Jul 75 58p ED107732

This bibliography is an annual supplement to the first bibliography on human relations in the classroom (ED151315); it includes documents announced in the 1974 issues of Research in Education and journal articles cited in the 1974 issues of Current Index to Journals in Education, and contains references to published books, documents, journal articles, and unpublished articles in the ERIC system. Citations in the bibliography encompass such concepts and issues as: activism, African American studies, American Indians, aspiration, changing attitudes, classroom environment, cross cultural training, cultural differences, curriculum development, ethnic groups, human relations, interpersonal relationships, motivation, music education, Negro attitudes, self-concept, Puerto Ricans, Mexican Americans, student needs and characteristics, social influences; student attitudes, student-teacher relationships, teacher attitudes, teacher education and institutes, and testing. Citations for documents are each followed by an annotation edited to suit the purposes of the bibliography; journal articles listed are followed by subject headings, and in many instances by brief annotations. In this fourth annual supplement, lengthy document abstracts have once again been dropped in favor of brief annotations, supplemented by appropriate subject headings.

52. Jeffcoate, R., Curriculum Planning in Multiracial Education, Education Research, 18, June, 1976, pp. 192-200.

Attempts to establish the primacy of objectives in curriculum planning in multiracial education, to explore the factors governing their selection, and to suggest what they might be, as well as kind of criteria for choosing learning experiences that could be derived from them.

53. Johnson, Norris Brock. On the Relationship of Anthropology to Multicultural Teaching and Learning. Journal of Teacher Education, 28, 3, 10-15 May-Jun 77 EJ165083.

This article illustrates the importance of anthropology to the multicultural approach to education and depicts the relationship between anthropology and multicultural education as both reciprocal and intimate.

54. Jones, Arfon. A Multicultural Neighborhood Comprehensive School. Forum for the Discussion of New Trends in Education, 20, 1, 14-7 A 77 EJ174982

Presents some implications for community education in a comprehensive school situated in a multi-ethnic environment. Shows how a school can contribute to the development of harmonious relationships that recognize diversity.

55. Jones, Virginia Correa. Characteristics of a Multi-Cultural Educator. Teacher Educator, 12, 4, 26-7 Spr 77 EJ166793

56. Joyce, William W. and James A. Banks. Teaching the Language Arts to Culturally Different Children Reading, Mass.: Addison-Wesley, 1972. 325 p

57. Kaplan, Leonard. Survival Talk for Educators: Multicultural Education Journal of Teacher Education, 28, 3, 55-6 May-Jun 77 EJ165092

It is hoped that professors of education will take a closer look at their curriculum with a view towards instilling in their students a deeper knowledge base than programs in education presently possess.

58. Kaplan, Leonard. Survival Talk for Educators--Multicultural Education Standards, Journal of Teacher Education, 29, 1, Jan-Feb, 1978. 45-6. EJ182397

It has been generally agreed that teachers should receive training to prepare their students to meet the social, political, and economic realities that individuals experience in culturally diverse and complex human encounters.

59. Kelly, C. M., Developing Cultural Perceptions of Students Who Will Be Involved in a Multicultural Milieu, Educational Horizons, 55, 1977, pp. 201-204

Focuses on definition of culture and its impact on communication, specifically in relation to medical, legal and social services professions. Recommendations with regard to training directed toward development of objective cultural perceptions.

60. Klassen, Frank H., Ed.: Gollnick, Donna M., Ed. Pluralism and the American Teacher: Issues and Case Studies. American Association of Colleges for Teacher Education, Washington, D.C. Ethnic Heritage Center for Teacher Education. 77 255p: Papers presented at the Leadership Training Institute, "Multicultural Education in Teacher Education." sponsored by the Ethnic Heritage Center (Washington, D.C., April 28-30, 1976). ED134575.

This publication is a collection of papers and reports on major issues in the area of multicultural teacher education--curriculum, research and development, legislation, and performance based teacher education--and descriptions of multicultural programs in existence. The first section, which deals with the issues in multicultural teacher education, presents five topics: (1) The Implications of Multicultural Education for Teacher Education; (2) Curriculum for Multicultural Teacher Education; (3) Education that is Multicultural and P/CBTE--Discussion and Recommendations for Teacher Education; (4) Research and Development in Multicultural Education; and (5) Ethnic/Cultural Diversity as Reflected in State and Federal Education Legislation and Policies. The second section presents case studies of multicultural teacher education: (1) Development of the Multicultural Program--School of Education, University of Michigan; (2) Multicultural Education Evolvement at the University of Houston; (3) Human Relations Preparation in Teacher Education--The Wisconsin Experience; (4) Community, Home, Cultural Awareness and Language Training--A Design for Teacher Education; (5) The Cultural Awareness Center at the University of New Mexico; and (6) Multicultural Education Training for Teachers. The appendixes contain selected multicultural resources, notes about the contributors, and a listing of the National Advisory Council and Commission on Multicultural Education.

61. Kohls, Robert. Issues in Cross-Cultural Training. Jul 78 21 p: Paper presented at the Annual Speech Communication Association Summer Conference on Intercultural Communication (2nd, Tampa, Florida, July 17-21, 1978) ED163524

Among the characteristics of training (such as cross-cultural training) that differentiate it from traditional classroom education are its attention to how adults learn, preference for the experiential approach, emphasis on "learning how to learn," and tailoring to meet individual needs. Seven issues are considered to be most important in current cross-cultural training: (1) Different approaches are appropriate for different cultures. The current United States approach, for example, is inappropriate for non-Westerners. (2) Hidden but obtrusive cultural assumptions underlie all statements and actions: for

example, Americans' concepts of fate, change, and equality are very different from those of non-Westerners. (3) Both generic training and training about specific countries is necessary. (4) The content presented in training must not be considered secondary to the training process. (5) Behavioral objectives should be incorporated in training. (6) Trainers need to deal with such obstacles to learning as trainees' needs for logistic information and the tendency to believe that all people are basically alike. (Three difficult cross-cultural training situations are described and questions are presented to guide in discussing them.)

62. Kositsky, Val. What in the World Is Cooking in Class Today? Young Children, 33, 1, 23-31 Nov 77 EJ172316

This article presents ideas for introducing multiethnic foods in the preschool classroom. American Indian, Mexican, Black American and Oriental methods of food preparation, ingredients, and recipes are presented and discussed as part of America's cultural heritage.

63. Krug, Mark M. Cultural Pluralism--Its Origins and Aftermath. Journal of Teacher Education, 28, 3, 5-9 May-Jun 77 EJ165082

After tracing the origins of cultural pluralism in America, it is noted that the American academic community is not on the whole sympathetic to the concept of cultural pluralism or bilingual education.

64. Lafayette, Robert C. Teaching Culture: Strategies and Techniques. Language in Education: Theory and Practice, No. 11. Center for Applied Linguistics, Arlington, VA. Jun 78 34 p ED157407

The cultural options available to teachers, strategies and techniques dealing with the inclusion of culture in the course, and severe pedagogical and culture-specific sources are discussed here. As a guide toward better understanding and evaluation of cultural options and strategies, twelve student-oriented cultural goals are listed. In order to give some direction toward implementation of these goals, five basic techniques are described: the culture capsule, the audio-motor unit, the culture assimilator, the cultural minidrama and learning activity packages. In the context of a discussion of the degree to which cultural materials should be integrated with language materials, four approaches are described: designation of specific culture days: the "core plus open time" approach, based on a curriculum model proposed by Lafayette; integrating language into a culture-based course; and integrating culture into a language-based course. Suggestions for implementing the fourth approach are classified and discussed according to traditional course content and skill areas. Finally, an annotated resource list of pedagogical references and textbooks containing cultural components is provided.

65. Laosa, Luis M. Multicultural Education--How Psychology Can Contribute Journal of Teacher Education, 28, 3, 26-30 May-Jun 77 EJ165086

Children's learning preferences sometimes appear to be unique and specific to their cultural groups.

66. Liss, Moe; Robinson, James C., The Carteret Story: The Peer Group Deals with Racial Conflict Phi Delta Kappan, 60, No. 3 Nov, 1978 169-72 EJ190427

Describes the Human Relations Peer Group Leadership Training Program that has eliminated racial conflict in Carteret High School. The initial step was a four-day intensive training program that took place in a closed setting.

67. Lovano-Kerr, Jessie; Zimmerman, Enid D. The Arts in a Multicultural Society Project: Development and Evaluation Viewpoints, 52, 3, 1-14 May 76 EJ149056

Evaluation of the "Arts in a Multicultural Society" project of Indiana University shows that the objectives for developing the art skills of non-Anglo culture elementary school children have for the most part been achieved.

68. Luna, F. C.; Cordell, Franklin D. Humanism: The Vital Ingredient in the Ethnically Aware Classroom Colorado Journal of Educational Research, 17, 2, 15-6 W 78 EJ180790

Discusses the characteristics of the culturally aware classroom and teacher in order to provide an environment that will help replace the destructive aspects of the perceptual systems of the ethically different student.

69. McClain, Shirla R.; Spencer, Norma L. Obstacles to Multiculturalism: The Community, Higher Education Institutions and the Schools. Jun 78 21p; Paper presented to the Congress on Education (1st, Toronto, June 1978); ED159271

Lack of commitment, lack of knowledge, and lack of leadership allow contradictions between what is professed (appreciation of cultural diversity) and what is practiced (Anglo-oriented monoculturalism) in American education today. The traditional melting pot philosophy has failed to respect ethnic differences and has consequently resulted in a polarized society and school systems and universities. Multicultural education (MCE) is the first step toward reversing this situation. Without MCE, those in politics, business, civic organizations, churches, the media and the general populace will continue to operate in an ethnocentric way. In order to remove these obstacles, each sector of society must make MCE a high priority, vote for leaders committed to multiculturalism, implement inservice programs, and conduct research that focuses on the positive effects of multicultural environments and teaching/learning styles. Multiculturalism can maximize the potential of a community and the nation.

70. Mahan, James M. Employment Success. Journal of Teacher Education, 28, 3, 39-42 May-Jun 77 EJ165089

A survey conducted by the Division of Teacher Education, Indiana University, found that 85 percent of beginning teachers prepared for ethnic minority settings were successful in finding jobs.

71. Mahan, James M. In Support of the Preparation of More Teachers for Bilingual and Bicultural Communities. Planning and Changing, 8, 4, 223-9 Win 77 EJ175620

Describes the Indiana University Latino Student Teaching Project in which candidates for teaching certificates in elementary, secondary, and special education have served in border communities in the lower Rio Grande Valley of Texas and in southern Arizona. Evaluative reactions of the participating student teachers are included.

72. Mahan, James M. Toward the Development and Evaluation of Cross-Cultural Student Teaching Projects. Viewpoints, 53, 4, 51-67 Jul 77 EJ170677

The author isolates and discusses the following evaluation aspects of cross cultural student teaching projects: (1) project rationale and objectives; (2) local institutional commitment of resources; (3) recruitment and selection of participants; (4) pre-site academic/experiential preparation; (5) noninstructional requirements; (6) site personnel involvement; (7) external supervision; and (8) evaluation plans.

73. Marsh, David D. Innovative Teacher Training for Multi-Cultural Education. Final Report of the Cycle X Teacher Corps Project. Lawndale School District, Calif.; University of Southern California, Los Angeles. School of Education. Oct. 77 77p ED146144

This report describes an inservice teacher education program that had special emphasis on multicultural education, initiated by the Teacher Corps at the University of Southern California. The children in the elementary school involved in the project were mainly Spanish-speaking Mexican-Americans. The objectives for the project were to: (1) retrain teachers-in-practice in bilingual and multi-cultural teaching techniques; (2) provide specialized training for instructional aides; (3) develop a teacher center design for sharing with other teachers insights and strategies learned in the program; (4) establish a classroom environment to provide children with a more stable emotional and physical learning ambiance; (5) reestablish the role of the principal as leader of teacher innovation and curriculum development; (6) encourage parents and community volunteers to participate in school instructional programs; (7) develop training programs for local school administration; (8) build community confidence in the instructional program in support of the learning needs of the multi-cultural child; (9) field test course work designed for a proposed bilingual/cross-cultural credential; (10) up-date competency-based education modules designed for training teachers in bilingual and multi-cultural teaching skills; and (11) develop greater interdisciplinary cooperation in the building of teacher education courses. The above objectives and their implementation are described in detail. Successes and failures are discussed, and the project as a whole is evaluated.

74. Melamed, Lanie; Barndt, Deborah. Exercises Focusing on Nonverbal Communication TESL Talk, 8, 4, 31-8 F 77 EJ177890

Exercises in nonverbal communication are presented which were designed to be used for experiential learning in cross-cultural training programs. Each exercise is described by goal, number of people, time required, procedure, and discussion. Topics include "first impressions," "eye contact patterns," and "silence."

75. Mohr, Paul. Accreditation Standards for Multicultural Education: The State of the Art. Journal of Research and Development in Education. 11, 1, 24-32 F 77 EJ175062

Traces the activities of the American Association of Colleges for Teacher Education in its efforts to assist the National Council for Accreditation of Teacher Education in modifying its standards for accreditation of teacher education to reflect an emphasis on multicultural education.

76. Mohr, Paul B.; and others. Competency-Based Teacher Education. Florida A and M University, Tallahassee. School of Education. Feb. 73 28 p ED097334

This document describes the Competency-Based Teacher Education program at Florida A&M University (known as FAMU-CBTE) designed to permit teacher education trainees to become actively involved with youth at every stage of their university training. Theoretical aspects of learning to teach are transmitted through the use of training modules, conferences, and seminars. Development of the practical skills of teaching is accomplished through a variety of first-hand experience with young people of multicultural, multiracial, and multiclass backgrounds in school and community settings. Other experiences consist of microteaching, peer teaching, simulation, and actual classroom teaching. The following aspects of the program are included in this report: (a) reasons for a CBTE program. (b) faculty orientation and development, (c) program goals. (d) prototypes of FAMU-CBTE programs at the elementary and secondary levels. (e) adaptations of FAMU-CBTE programs. (f) interinstitutional relations, and (g) evaluation. A 12-item bibliography is included.

77. Mohr, Paul, Ed. Desegregation, Culturalism and Humanism. Study Commission on Undergraduate Education and the Education of Teachers, Lincoln, Nebr. 76 58p ED125999

The multicultural education statement of the Multicultural Education Commission of the American Association for Colleges of Teacher Education (AACTE). "No One Model American." provides an impetus for much of the discussion in this selection of essays. The Brown I and Brown II court decisions escalated concerns as to how one person interacts with another in an institutional setting such as the school. Emerging from these landmark decisions were policies that had impact on the curricula. The faculty, the staff, and the students of the public school system. Recognizing that 21 years of trial and error in implementing school desegregation has produced limited results, two

public school superintendents attempt to dramatize in essay form the need for a continuous concern relative to curricular and personnel policies that facilitate school desegregation. The emergence of plural diversity enlarged the concerns of educators and brought into focus such assumptions as presented in the essay here on "Multi-Ethnic Understanding." Comments on the AACTE's multicultural education statement are expressed in "Is the Glass Half-Empty or Half-Filled?" Finally, the totality of freeing individuals to realize their potential is broached in "Humanism and the Classroom Teacher."

78. Morris, Lee, Ed.; and others. Extracting Learning Styles from Social/Cultural Diversity. A Study of Five American Minorities. Southwest Teachers Corps Network, Norman, Okla. 78 123p ED158952

The monograph presents seven papers which challenge the extent to which experiential backgrounds are used in the context of the school's teaching-learning process. The first paper discusses mind sets, multicultural variants and mastery learning, maintaining that many minority students are victims of educational mind sets. Next, past and present research on how black children learn, and what can be done to educate them more effectively are discussed. The third paper addresses selected problems experienced by most Chicano children upon entering the school culture and presents several essential factors that, if used, will help teachers design educational approaches to better meet the needs of these students. The next paper discusses lifestyles of Native Americans from rural-reservation environments; compares achievement and intelligence potential of Native and non-Native American children; and maintains that there is a direct relationship between Native American culture and learning styles. The fifth paper suggests that differential learning styles are more related to economic status than to ethnic status and that the problems faced by poor whites are not related to learning styles per se. Working from Old World antecedents, Chinese values transformed and created on American shores are examined in the next paper. Two learning styles are distinguished from the characterological types that have emerged from these experiences: the heterodox (warrior) and the orthodox (victim). Finally, a schema for developing instructional units for diverse teaching-learning styles within multicultural classroom settings is given.

79. Mortenson, W. P. and Netusil, A. J., "Attitudes of Prospective Teachers Toward the Culturally Different," 1976. ED115614

Examines whether prospective elementary school teachers can become more positively oriented toward culturally different children after taking teacher education courses focused on teaching those children. Students who had practical contact with such children became less prejudiced. Students who only took courses with no practical contact involved became more prejudiced.

80. Moyer, Joan E.; Engelbrecht, Guillermina. Multicultural Education; Where Do We Begin? Childhood Education, 53, 5, 241-244 Mar 77 EJ157336

Suggests general classroom guidelines stressing the similarities of childhood experience for children of all cultures.

81. Nababan, P. W. J. Language, Culture, and Language Teaching. RELC Journal, 5, 2, 18-30 Dec 74 EJ117683

This article attempts a definition of "culture" and "language." It discusses the relationship of language to culture, and cultural features concomitant to language. A course in ethnolinguistics is advocated as part of the preparation for language teachers.

82. Nachbar, Cornelia. Ed.: Timpte, Robert, Ed. Human Relations Guide I: Inter and Intracultural Education. K-12. Curriculum Guide No. 39. Minnesota State Dept. of Education. St. Paul. Div. of Instruction. 74 153p ED126033

This guide is intended to assist the educational system with curriculum in the area of racial minorities. It was developed by the Minnesota State Department of Education and provides guidelines for developing a K-12 curriculum in intercultural and intracultural education with attention to four designated minority groups in the state: American Indians; Black Americans; Mexican Americans; and Asian Americans. Thirteen goals for human relations are outlined along with a brief explanation of them. Student objectives and instructional activities are outlined for each goal. Under each goal are objectives and activities for primary, intermediate, junior high, and senior high school age groups. This is followed by a brief history of the four ethnic target groups in the state. Lengthy appendices discuss the legislative record on Civil Rights in Minnesota, demographic data on minority groups in the state, other Minnesota human relations curriculum guides, periodicals, books, and articles relating to intracultural education, and organizations representing various minority groups. An appraisal of national social studies projects as they relate to human relations education and a task force report on racism are also included.

83. Nichols, Margaret S.; O'Neill, Peggy. Multicultural Resources for Children: A Bibliography of Materials for Preschool Through Elementary School in the Areas of Black, Spanish-Speaking, Asian American, Native American, and Pacific Island Cultures. Multicultural Resources, Stanford, Calif. 77 217 p ED152394

This bibliography covers the children's sections (preschool through elementary school) of a comprehensive demonstration collection of multicultural materials at California State University, Hayward, in the areas of Black, Spanish-speaking, Asian-American, American Indian and Pacific Island cultures. The bibliography lists approximately 4,000 items in the five cultural areas and a multicultural section. Divisions within each of the sections cover: folk tales and legends; picture books and early reading; poetry, plays, music, arts and festivals; crafts, games and miscellaneous; social studies materials; readings for older

children; pictures, posters, maps and study prints; and materials from foreign publishers. Approximate grade levels are given, as well as hardback and paperback prices and publishers' and distributors' addresses. Suggestions are made for evaluation of materials from the standpoint of objectivity and cultural validity, with an appended list of source materials related to such evaluation. A list of distributors of Spanish-language and English-Spanish children's materials and a publishers' directory are also appended.

84. Noble, Vincente N. The Ryan Cross Cultural P.P.S. (Pupil Personnel Service) Component: A Training Model. 76 12p.: Paper persented at the Annual Meeting of the California Personnel and Guidance Association (San Diego, California, February 13-16, 1976) ED131363

This report describes a cross cultural training program for pupil personnel service workers and other certificated school personnel. The program is divided into three parts: lecture, demonstration and trainee participation, and field site experiences. Recipient evaluations are required of the trainee efforts in the field sites and a workable "generalization" characterizes this program. The discriminatory problems and issues of Blacks, Mexican Americans, Asian Americans, and Native Americans in American education are addressed and the trainee, through competency development, learns to perceive and effectively assist students in a cross cultural educational setting.

85. Olsen, Hans C. Multicultural Education and Accreditation of Teacher Education. Journal of Research and Development in Education, 11, 1 17-23 F 77 EJ175061

Gives an overview of accreditation in teacher education, a brief description of multicultural education today, some points clarifying the role of multicultural education in teacher education, and several areas of multicultural education/accreditation that need further study and research.

86. Pacheco, Arturo. Cultural Pluralism: A Philosophical Analysis. Journal of Teacher Education, 28, 3, 16-20. May-Jun 77 EJ165084

This article focuses on bringing some philosophical analysis and clarification to the language used in discussing multicultural education and cultural pluralism in American society.

87. Payne, Charles. A Rationale for Including Multicultural Education and Its Implementation in the Daily Lesson Plan. Journal of Research and Development in Education, 11, 1, 33-45 F77 EJ175063

Provides the public school teacher with guidelines for developing lessons in the everyday act of teaching all subjects in a multicultural setting. Also includes an interpretation of how learning principles should be useful in a multicultural teaching approach and ideas for teaching English, home economics, mathematics, and music in the multicultural classroom.

88. Redman, George L. A Model for Human Relations Inservice Training. Journal of Teacher Education, 28, 3, 34-8 May-Jun 77 EJ165088

This report describes a model for human relations training designed by the University of Minnesota College of Education and delivered through the Division of Continuing Education and Extension during the 1974-75 and 1975-76 academic years.

89. Rittenmeyer, Dennis C.; Heinen, James R. K. The Preparation of Urban School Systems. Nov 76 30 p; Paper presented to the Second Annual Urban Education Conference (Milwaukee, Wisconsin, November 1976) ED146283

This paper addresses the issue of teacher training for urban schools. Certification requirements for most public school teachers are mandated by the individual States. Requirements relevant to particular geographical areas are not typically included in State certification regulations. However, unique characteristics of urban schools have begun to be emphasized by educators concerned with appropriate professional preparation. Among these characteristics are racial, ethnic and economic heterogeneity, as well as a confluence of subcultures with concomitant attitudes and values. In 1976 a questionnaire was sent to superintendents of 157 city school districts. The 97 respondents answered questions relating to: requirements or recommendations that their teachers take courses specifically relevant to the urban educational environment, either as a pre-requisite to hiring or as a condition for staying on in the system; requirements that new teachers have student teaching or practicum experience in city or multiracial classrooms; and the provision of in-service training for urban teachers by the districts themselves. The questionnaire also addressed other special concerns of urban teachers and solicited recommendations as to ways of improving their training.

90. Rivlin, Harry N.; Gold, Milton J. Teachers for Multicultural Education. Fordham Univ., New York, N.Y. Jun 75 15p ED134569

Developing teachers for multicultural education is an essential assignment for teacher education and school administration today so that educators might help their students learn to live in a multicultural society. In an earlier view, public schools were considered the "great equalizers" among America's social institutions. The assumption was that sameness resulted in equality. One of the problems with this thinking was that imposing assimilation upon different cultural and racial groups rarely achieved a sense of equality. The myth also existed that public schools encouraged upward mobility among the immigrants and minority groups. The death of the melting pot myth received official recognition in the United States with the passage of Title IX of the Elementary and Secondary Education Act, popularly known as the Ethnic Heritage Studies Program. At the same time, the American Association of Colleges for Teacher Education issued a comprehensive statement, entitled "No One Model American," on the melting pot's successor, multicultural education. Multicultural education is the public school's response to a revitalized cultural pluralism, which has become a predominant value in the American social fabric. Cultural pluralism views the United States as a multicultural society and stresses a new inter-

pretation of the word "different"--different means simply different, not better than or worse. The teacher is the key person in developing a program and curriculum that will meet the goals of cultural pluralism and multicultural education.

91. Robbins, Natalie. Multi-Ethnic Curriculum. Columbia Univ., New York, N.Y. General Assistance Center for Equal Educational Opportunity. 77 16p ED155256

A multiethnic curriculum reflects and is sensitive to the ethnic diversity within American society. In this kind of curriculum, ethnic content about a variety of ethnic groups is incorporated into all subject areas, from preschool through grade twelve. Several goals should be considered when developing a multiethnic curriculum. The curriculum should attempt to: (1) enhance students' self identity and self concept, (2) develop students' understanding of and tolerance for America's ethnic groups, and (3) help students' decisionmaking skills so that they can become effective change agents in society. Learning activities which reflect multiethnic learning goals include: using a culture's oral tradition and folk tales, examining the origins and use of foods eaten by different cultures, using open-ended stories that present problem situations, showing films, role playing and dramatization.

92. Rodrigues, Raymond J. Cultural Pluralism: Lumping vs. Splitting. Mar 75 17p.; Paper presented at the Annual Meeting of the Conference on English Education (13th, Colorado Springs, March 20-25, 1975) ED103879

Students in English methods courses must be encouraged to develop a multicultural awareness and to become concerned with "language arts" as opposed to "English arts." In order to be prepared to enter into and function as teachers in a pluralistic world, English teaching majors need to study and practice multicultural teaching strategies and to become aware of behavioral learning styles which differ from culture to culture. Particular terms such as "ethnic," "sub-cultural," and "educationally deprived" fail to accurately portray the individuals they purportedly describe, and in many ways are harmful to students. Universals exist in the literatures of all peoples and the myth that multicultural literature is necessarily different from other types of literature can be used by preservice and inservice teachers of English to develop in themselves and in their students an awareness of both the universal characteristics and the differences among peoples. (Some of the linguistic elements that differ in Spanish and English and some approaches for dealing with them are also discussed in this paper.)

93. Ross, E. Lamar. Multicultural Education: Educating for World Citizenship. Trends in Social Education, 24, 1, 5-10 F 77 EJ168577

Mass communication and transportation are bringing the world and all cultural groups into the personal experience of students. Teachers must avoid misperceptions and stereotypes when teaching students of diverse cultural backgrounds about other cultures.

94. Ruben, Brent D. Guidelines for Cross-Cultural Communication Effectiveness. Group and Organization Studies, 2, 4, 470-8 Dec 77 EJ175340

Among cross-cultural trainers and researchers, considerable attention has been focused on problems individuals encounter in adapting to new cultures or subcultures. The question of how to effectively transfer knowledge and skills to persons of different cultural backgrounds is an equally great concern.

95. Schmidt, Velma E.; McNeill, Earldene. Cultural Awareness for Young Children and Their Families. Lutheran Education, 112, 5, 243-46 May-Jun 77 EJ166857

The Learning Tree School has a well-developed program of cross cultural experience involving children, parents, and community in an effort to increase cultural awareness and appreciation on the part of its students.

96. Schwartz, Lita L.; Isser, Natalie. Increasing Ethnic Sensitivity: Why and How. 20 Jun 78 11p; Paper presented at the Congress on Education (1st, Toronto, Canada, June 17-21, 1978) ED159273

The legal biculturalism of Canada and the actual multiculturalism of Canada, the United States, and other countries require that we promote in our schools a positive and realistic view of a variety of ethnic cultures. This goal can be met through teacher education, integration of multicultural concepts into the curriculum in appropriate contexts, and the development of improved curriculum materials. Multicultural studies must begin in the primary grades, as research indicates that children's attitudes toward other nations and peoples tend to stabilize by early adolescence. These studies can be combined with mastery of the basic skills, for if the child cannot read and comprehend his assignments, or express her feelings clearly in speaking and writing, the multicultural activities will be less effective. With mastery of basic skills, with unbiased and broad-based texts, and with greater understanding of the values of cultural diversity, the child and the teacher will be able to view more critically and thoughtfully those issues, events, behaviors and beliefs that make up Canada today.

97. Sexton, Robert. Experiential Education and Community Involvement Practices at the Postsecondary Level: implications for Career Education. Office of Career Education (DHEW/OE). Washington D.C. 1 Nov 76 66p ED138771

Based on the premise that there is substantial correlation between the goals and objectives of career education and experiential education (learning activities outside the normal classroom), four themes are developed: A typology of experiential education and community involvement practices, an overview of selected exemplary experiential education and community involvement practices and programs, critical issues of experiential education as they relate to career education, and recommendations for Federal activity to enhance experiential education as it relates to career education. Major types of experiential

education discussed are cooperative education, internships (preprofessional and general education), field experience, cross cultural field experience, policy research experiences, and national youth service. Critical issues are discussed and provide the rationale for the recommendations made. These issues are (1) academic issues involving the effectiveness of academic supervision, awarding academic credit, appropriate compensation for faculty who supervise students, and the appropriateness of financial compensation for students participating in experiential education activities, (2) limited opportunities and the world of work, and (3) the disadvantaged student. There are 20 recommendations presented, and a bibliography is included.

98. Sheppard, N. Alan; and others. Teaching Tips on Cultural Differences in Vocational Education. A Guidebook of Selected Activities for Teaching Students Who Are Ethnically and/or Culturally Different. Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education. 77 117p ED160767

Intended to aid secondary school vocational education teachers, this document provides learning activities for educators to use in meeting the needs of culturally diverse students and outlines strategies to improve teaching effectiveness in overcoming cultural differences. Section I summarizes background information on cultural pluralism and the cultural diversity in education. Four groups are identified as constituting the majority of ethnic groups in the U.S.: Blacks, American Indians, Hispanics, and Orientals. While section II gives an overview of cultural diversity in vocational education, section III is divided into parts to cover the attributes of each of the four major ethnic groups. Both sections II and III contain learning activities, objectives, group activity sheets, informative handouts, and annotated resource lists for additional information. The learning activities in section III primarily consist of discussions designed to increase the teacher's awareness of how cultural heritages differ from the Anglo culture that sominates the school system and how these differences can affect school behavior and performance of culturally diverse students. Section III also provides activities aimed at developing teaching strategies that recognize the uniqueness of Black-, Hispanic-, Asian-, and Native-American cultures. Section IV deals with implications for instructional strategies and the teacher's role in working with culturally diverse pupils, such as understanding the special psychological, emotional, and security needs of these students.

99. Skeel, Dorothy J. Children of the Street. Pacific Palisades, CA.: Goodyear, 1972. 88p

100. Stewart, William J. Infusing Multiculturalism into the Curriculum Through Broad Themes. Education, 98, 3, 334-6 Mar/Apr 78 EJ178247

Appropriate curriculum development strategies can result in the organization of instructional objectives, content, and activities around broad themes and the students' real-life experiences. Four basic areas of living, with substantial culturally pluralistic elements, are family life, community life, human relations, and the American cultural history.

101. Sutman, Francis X.; and Others. Educating Personnel for Bilingual Settings: Present and Future. Temple Univ., Philadelphia, Pa. Multilingual Education Resource Information and Training Center. 79 111p ED165961

The monograph is intended to help the education community understand and implement the concept of bilingual education. Part I notes recent forward moves in teacher education for multicultural programs and bilingual classes. In Part II descriptions of model programs in the Philadelphia School District are used to provide perspective on the problem of providing instruction in all academic subjects in the mother-tongue of "national origin-minority group children." Part III discusses the competencies upon which bilingual teacher education curriculum content and design should be based, the teaching strategies appropriate for the bilingual bicultural classroom, and the preparation of teachers for testing student progress. The serious issue of the interpretation given to the "cultural" component in any program or class is dealt with in Part IV. Two evaluation instruments, aimed at the teacher in a pre-service role, are included: Evaluation Profile for Areas of Performance for Teachers in Bilingual Settings and Self-Evaluation Profile for Teachers in Multicultural and Bicultural Situations. Appended are operational definitions for the Teaching Performance Profile for Bilingual Settings; the major program components, competencies, and experiences for bilingual teacher education programs; and lists of selected information sources and the ESEA Title VII Bilingual Training and Resource Centers.

102. Sweeney, Jo A.; Contreras, Gloria. Critical Life Events Across Cultures. Social Science Record, 15, 3, 18-24. Spr 78 EJ182331

Proposes a model for teaching multicultural awareness in elementary social studies classes in order to give children a more meaningful perspective on their own culture. Based on a comparative study of critical life events such as marriage or death, the model should be of immediate personal interest to students.

103. Tansik, David A.; Driskill, John D. Temporal Persistence of Attitudes Induced Through Required Training. Group and Organization Studies, 2, 3, 310-21 Sep 77 EJ175249

A posttest-only control group design procedure was used with a semantic diffential questionnaire to examine the persistence of changes in racial attitudes induced via a required training course for supervisors at a large military installation. There was an immediate, small positive change which decayed, and a short "sleeper effect."

104. Texas State Dept. of Community Affairs, Austin. Office of Early Childhood Development. A Model Curriculum for Preparation of Bilingual-Bicultural Trainers for Child Development Associates. Part I: Development. Oct 78 112p ED167271

This description of the development and evaluation of a model training curriculum is part of a series of three documents which together constitute a guide to the training of the bilingual-bicultural child development associate (CDA) trainer. The introduction focuses on the objectives, background and philosophy of the Texas bilingual-bicultural CDA trainer program. The first section reports on the implementation process during the second year (October 1977 to August 1978), touching on aspects of program administration, recruitment, training, and roles and responsibilities of the staff and trainees. Also described: implementation of the curriculum, integration of academic and field experiences; awarding of credit, and the proposed degree plan. The second section describes student, faculty, and students' employers' evaluations of the program. Copies of evaluation forms are attached. The appendix includes copies of various forms and agreements used in the training program.

105. Texas State Dept. of Community Affairs, Austin. Office of Early Childhood Development. A Model Curriculum for Preparation of Bilingual-Bicultural Trainers for Child Development Associates. Part 2: Academics. Oct. 78 376p ED167272

This description of a model curriculum comprises the second part of a series of three documents which together constitute a guide to the training of the bilingual-bicultural child development associate (CDA) trainer. An initial introduction provides an overview of CDA and the curriculum design. The following major areas of concern in replicating the model program are mapped out: general criteria, program administration, faculty preparation, scheduling, student preparation, quality control and institutionalization, training plans and curriculum evaluation. The major portion of the document provides learning modules based on four subject areas: child development, language, culture and leadership. Components of each module include: a definition of the purpose and objectives, suggested learning activities, a pretest and posttest, a written evaluation of the module, conferences with the CDA competency trainers, and selected resources. Lists of suggested resources for CDA training. Additional bilingual-bicultural resources and films and books are appended.

106. Trevino, Albert D. Multicultural Education: A Closer Look. 73 14p ED137424

The absence of a multicultural curriculum has been a major contributing factor to the low achievement and the high school drop-out rate of minority students. It has also contributed to negative teacher attitudes toward these students. A multicultural curriculum can be viewed in two ways by educators: (1) as a necessary evil implemented to appease the vocal minority, and (2) as an attempt to meet the student demand for curriculum relevance. In the second case, a multicultural curriculum has the potential of becoming a viable and exciting concept.

This scholarly discussion indicates that developing a multicultural curriculum requires a change in educators' attitudes, materials, and instructional methodologies. Educators need to examine the nature, the rationale for, and the methods of implementing a multicultural curriculum. These issues are explained.

107. Triandis, Harry C. Theoretical Framework for Evaluation of Cross-cultural Training Effectiveness. International Journal of Intercultural Relations, 1, 4, 19-45 W 77 EJ179123

Considers six types of cross-cultural training including general, specific, affective, cognitive, behavioral and self-insight, and examines the quantity and timing of the training and the attributes of the trainers and the trainees.

108. Trifonovitch, Gregory J. Culture Learning/Culture Teaching. Educational Perspectives, 16, 4, 18-22 Dec 77 EJ177044

Describes some barriers to cross-cultural communication and learning and presents four stages of cultural adjustment for the benefit of teachers who must teach and develop cultural understanding in students while learning about different cultural characteristics exhibited by those students.

109. Turner, Darwin T. and Stanford, Barbara Dodds. Theory and Practice in the Teaching of Literature by Afro-Americans. Urbana, IL.: National Council of Teachers of English, 1971. 97 p

110. Valverde, Leonard A. Multicultural Education: Social and Educational Justice. Educational Leadership, 35, 3, 196-210 Dec 77 EJ171492

Argues that it is both desirable and possible for thoroughly multicultural education to replace the current combination of a regular educational program supplemented by segregated special programs for minority students.

111. Warren, David; Adler, Peter. An Experiential Approach to Instruction in Intercultural Communication. 75 15p; Unpublished paper prepared at University of Hawaii. ED125014

Increased interaction between people of different ethnic and cultural backgrounds demands new approaches to instruction in intercultural communication. Typically, four models of cross-cultural training are utilized to provide individuals with understanding of different cultural styles: the practical-functional approach, focusing on specific skill attainment; the cognitive-didactic approach, based on formal information transmission; the affective-personal approach, concerned with increasing self-awareness; and the author's preferred method, the experiential approach, an eclectic method which draws techniques from other models. Simulation games and exercises based on the experiential approach such as cross-cultural simulations, labeling tasks, cooperation exercises, personal inventory development, and non-evaluative listening experiences are outlined.

112. Webster, Staten W. Knowing and Understanding the Socially Disadvantaged Ethnic Minority Groups. Scranton, Pa.: Intext, 1972. 481 p

113. Weeks, William H., Ed.; and Others. A Manual of Structured Experiences for Cross-Cultural Learning. Illinois State Office of Education. Chicago. Dept. of Bilingual Bicultural Education.; Society for Intercultural Education, Training and Research. 77 134p ED157100

Fifty-nine structured exercises to facilitate crosscultural learning are described in this publication. The exercises are divided into clusters that pertain to the following topics: participant introduction and initial group experience, dynamics of communication, clarification of values, identification of roles, group processes, recognition of feelings and attitudes, community interaction, brainstorming tasks and problems, and the promotion of meaningful cross-cultural encounters. For each exercise, information is provided on its objectives; its requirements with regard to number of participants, materials, setting, and time; and step-by-step procedures for its use. The publication includes an introductory discussion of the pros and cons of using structured exercises in intercultural groups, supplementary materials to be used in conjunction with the exercises, and a list of publications on additional crosscultural exercises.

114. Weinberg, Meyer. The Education of the Minority Child: A Comprehensive Bibliography of 10,000 Selected Entries. Chicago: Integrated Education Association, 1970. 530 p

115. Williams, Robert L. Cross Cultural Education: Teaching toward a Planetary Perspective. The Curriculum Series. National Education Association, Washington, D.C. 77 63p ED147231

The report offers practical suggestions, organizational strategies and educational concepts to classroom teachers and curriculum developers for designing and implementing polycultural programs. Polycultural education is defined as experiences provided by the school which enable students to appreciate their own and other people's ethnocultural dimensions. Polycultural education deals with broader cultural considerations than multicultural education and includes programs in religion, geographic residence, political views, racial characteristics, and socioeconomic status. Major objectives of the report are: (1) to point out the need for a polycultural education for every American student; (2) to stress the responsibility of American education for inculcating high levels of international ethnocultural literacy; and (3) to suggest ways of developing and implementing polycultural programs. Chapter I presents major precepts of a polycultural curriculum. Chapter II outlines the organizational structure of a sample high-quality polycultural program. Chapter III explains how in-service education workshops can develop teachers' polycultural skills. Chapter IV deals with financing polycultural programs. Chapters V and VI discuss the involvement in and reaction of community groups, liberals, and intellectuals to polycultural programs. The final chapter examines ways in which polycultural education can help revitalize the racial, social, and cultural health of America.

116. Williams, Robin M. Jr. The Reduction of Intergroup Tensions; A Survey of Research on Problems of Ethnic, Racial, and Religious Group Relations. N.Y.: Social Sciences Research Council, 1947. 153 p

117. Wisconsin Univ., Oshkosh. Coll. of Education. The Human Relations Code: Teacher Certification Guidelines. 77 25p ED135778

A new standard has been issued by the state of Wisconsin to insure that each of the teachers it certifies is able to teach children from diverse racial, economic, and religious backgrounds, who may differ from the teacher and/or each other in culture, customs, lifestyle, language, etc. To insure that this aim is achieved, education majors are required to take courses that will prepare them as teachers, to acquire certain basic knowledge of human relationships. Six objectives are listed in the code: (1) development of attitude, skills, and techniques so that knowledge of human relations can be translated into learning experiences for students; (2) a study of the values, life styles, and contributions of racial, cultural, and economic groups in American society; (3) an analysis of the forces of racism, prejudice, and discrimination in American life and the impact of these forces on majority and minority groups; (4) experiences in which teachers have opportunities to examine their own attitudes and feelings about issues of racism, prejudice, and discrimination; (5) direct involvement with members of racial, cultural, and economic groups; (6) experiences in evaluating the ways in which racism, prejudice, and discrimination can be reflected in instructional materials. Included in this manual is a list of courses offered by the school which meet the requirements of the code. Sample forms are included to be filled out by students and supervisors attesting that the requirements of the human relations code have been fulfilled before graduation.

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ADDENDA

National and state accreditation requirements for schools now include a multicultural education component. Teacher education institutions seeking accreditation must show evidence of planning for multicultural education. With these new standards the focus of attention by educators on multicultural education has increased dramatically. In the January issue of Viewpoints in Teaching and Learning, editors Donna M. Gollnick (American Association of Colleges for Teacher Education) and Philip C. Chinn (Council for Exceptional Children) combine seven articles on topics related to multicultural education.

Among the articles in this newest issue are two detailed discussions of the use of multicultural education in the general preparation of teachers by Richard James (University of the District of Columbia) and Charles Payne (Ball State University).

Carlos Cortés (University of California) focuses on the role of media in multicultural education. According to Cortés developing strong multicultural media literacy in students will mold more sensitive and contructive citizens of the future.

The assessment of culturally diverse children is of major concern to many educators and Karen Chinn (Institute for Career and Leisure Development) offers the Diagnostic/Prescriptive model for such assessment. The model allows the person conducting the assessment to decide which test to use and to determine the appropriateness of that test to the specific child.

Jack Levy (George Mason University) formulates a comparison of multicultural education and intercultural communication. Yet, he goes beyond a mere comparison to strongly urge for more proponents of both.

"Multiculturalism in Contemporary Education" is available for $3.95 a copy from the Publication Office, Room 109, School of Education, Indiana University, Bloomington, Indiana 47405, (812) 337-3143.

(This information was received too late to incorporate into this publication but was considered too timely and useful to omit. C.R.B.)